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Music: Culture or Business?

NEVER IN THE WORLD'S HISTORY has there been greater need to get down to fundamental principles, to purposes, to objectives. Yet never, on the part of the general public at least, has there seemed to be less serious thought given to such basic considerations.

The greatest war of all time ended recently, and few believe that civilization can survive the type of conflict which another war is sure to visit on the world. Yet most public discussion seems to concern itself with such issues as compulsory military training, keeping secret the atomic bomb, and the like—all attacks on the effects rather than causes.

What are the basic causes of war? Is not conflict between nations due primarily to economic conditions? To overemphasis on nationalism? To the spread of materialism around the world—a philosophy clearly that of both communism and fascism? To a greater concern for ourselves than for our brothers? To the attempt to settle disagreements between nations through diplomacy, and failing that through war, rather than through law?

The peace which has prevailed through the Western Hemisphere is not due to chance. If the original thirteen colonies had continued as independent nations, might they not have been occupied during the past one hundred fifty years with the same sort of conflicts as have interrupted the peace of Europe? Instead, these thirteen colonies surrendered a portion of their sovereignty when they formed the United States of America to assure peace under law.

Is there any reason why sovereign nations might not unite similarly in other parts of the world? In fact, is there any reason why every nation should not surrender sufficient power to a World organization to ensure peace for all time? Yet such surrender, important to the World's peace as it is, has not yet taken place. Why not? Will it?

If nations are to live together in peace there must be mutual understanding and trust between the citizens of each nation and those of all the others. To bring this about, every practical device must be utilized for a mutual interchange in the cultural and educational fields. For example, students from the United States must be sent in larger numbers than ever before for study to universities in other countries and, similarly, we must provide for far greater numbers of foreign students in our own institutions.

Radio provides another method to assist in this important undertaking. It is a powerful and immediate instrument for intercultural exchanges. It served mightily during the war, especially in Latin America. Unfortunately, we sent many more programs to other countries than we used of theirs.

Yet, just when planning for wider use of radio between nations was needed, sad news reached the ears of thinking citizens. It was the blast at international relations which James C. Petrillo, president, American Federation of

Musicians, detonated when, in a letter to the American networks, he wrote: "Will you kindly discontinue the broadcasting of any musical programs emanating from foreign countries effective December 31, 1945."

Perhaps one should be charitable to Mr. Petrillo and say that he failed to realize the implications of his act on international relations. Yet does an unprejudiced review of his activities in recent years reveal anything but an almost complete disregard for the rights of others? Is it in the public interest to prohibit the broadcasts of children from Interlochen Music Camp? To bar school instrumental groups from radio stations in Chicago and other cities? To retard the progress of FM radio by refusing to allow networks to duplicate their programs on their FM affiliates? To force recording companies to pay into the union coffers an excise tax on each record made? To compel all network affiliates to engage regular staffs of instrumentalists whether they need or can afford them or not, which, it is rumored, will be next?

Is music an art or a racket? Would education have attained its present stature in this country had it been exploited for profit? Can culture flower when it is curtailed to provide jobs rather than expanded to better serve needs?

Music is the one universal language which knows no national boundaries. Thus it is the ideal medium on which might be built the beginnings of those intercultural understandings on which international peace must rest. Yet one man, acting as spokesman for a relatively small group in a single country, can cause more damage educationally and culturally than can be undone by the millions who believe in and practice the Golden Rule.

Is it any wonder that the nation's press has been unanimous in its condemnation of Mr. Petrillo's latest attempt to assume the powers of government? The *New York Times*, in an editorial on December 26, states the case effectively in these words:

He [Mr. Petrillo] doesn't give a hoot for the hopes of United Nations leaders for a greater exchange of cultural programs among the nations. All he cares for is more jobs for the members of his particular union, and, with his mercantilist mind, he imagines that this program will create them.

The *St. Paul Pioneer Press*, in an editorial on December 29, after calling Mr. Petrillo "a true friend of labor" but "an enemy of music," concluded as follows:

It is high time that the federation exchange its present leadership for a more enlightened type. There are many perils and embarrassments besetting the profession, not the least of which is the heavy combination of dictatorial controls that have developed since music became Big Business. There also is danger, camouflaged as patriotism, in the high-pressure promotion of American music as such. Clearly, organized musicians need guides and spokesmen of the highest type: the Petrillos of the union can scarcely qualify on that score.

How long will the public allow this situation to continue? Do we still believe in a government "of the people, by the people, and for the people"? Is it not high time that we return to it?—TRACY F. TYLER.

Who? What? Where? When?

Kathryn Cole and NBC's Welcome Home Auditions for veterans are pictured in the "Interesting People" section of the December, 1945, *American Magazine*.

Chicago Radio Council, in cooperation with the Illinois Parent Teacher Association, will hold the second annual one-day conference on educational radio sometime in April.

America's Town Meeting of the Air returned to a sustaining status with the December 6 program. This may end the criticism which began some months ago when it accepted *Reader's Digest* sponsorship.

Station WOSU, Ohio State University, mailed its friends a most attractive Christmas card to celebrate its 25th anniversary year. The Editor takes this means of expressing his appreciation and extending congratulations.

Ruth Swanson, who resigned her post as program director, Station KUOM, on September 30, returned to her former post on January 1 after having spent the major portion of three months in travel.

William P. Allyn has returned to the air with his program, *Science Talks*, the popular feature of Indiana State Teachers College, Terre Haute. Dr. Allen's broadcasts are presented on Station WBOW [1230 kc.] on Wednesday afternoons at 2:30.

Franklin Dunham was appointed recently to the post of Chief of Radio, U. S. Office of Education. During the war, Dr. Dunham served as special consultant to the Secretary of War in radio education. Earlier he had been NBC educational director.

Syracuse University Radio Workshop sent the Editor an attractive, artistic Christmas card. Listed as senders of the card were the following: Kenneth Bartlett, Lisle Conway, Robert Doubleday, Marjorie Hurtubise, Katherine Klumph, Hollis Merrill, and William Spack.

Colonel Edward M. Kirby, AER charter member, received the Legion of Merit award on December 10 in recognition for his inaugurating shortwave radio for the troops overseas, and his creation of *The Army Hour*. He left the service in November after serving as chief, Radio Branch, Army Public Relations.

Bruce A. Findlay was recently made head supervisor, Instructional Aids and Services Branch, Los Angeles city schools. This branch includes a Library and Textbook Section, Audio-Visual Aids Section, and a Guidance and Counseling Section. Mr. Findlay was formerly supervisor, Audio-Visual Aids Section.

Doctors at Home, is a new series of dramatic programs presented by NBC in cooperation with the American Medical Association. The first broadcast was given December 15 from 4:00 to 4:30 p.m., EST, with the balance of the series scheduled on successive Saturdays at the same time. Particular attention is being given in these programs to rehabilitation.

Peabody Radio Awards entries closed January 7. Entries are being considered this year in seven classifications.

Dr. W. D. Armentrout, Colorado State College of Education, Greeley, is the new president of the Rocky Mountain Radio Council.

CBS American School of the Air was again released over WBEZ [Chicago public schools] beginning January 7, 10:00 to 10:30 a.m., daily.

Service Bulletin of the FREC was resumed with the December, 1945, issue. The last previous issue was for May-June, 1945. Mrs. Gertrude G. Broderick is editor.

C. C. Moore, program manager, KOA, Denver, Colorado, writes that there is new interest in radio education on the part of the University of Denver and the Denver public schools.

CBS Listener's Guide came out recently in a new size [8½x11] and a much more attractive format. It offers much valuable information on the educational and cultural programs presented by the network.

Radio as a Cultural Agency, edited by Dr. Tracy F. Tyler, and published in 1934 by the National Committee on Education by Radio, is still being sought by students of the radio education field. Such requests are in vain since all copies were widely distributed very shortly after publication.

The Radio Council, Chicago public schools, is clearing its script and handbook "morgue." A representative selection of scripts and handbooks will be mailed to any AER member upon receipt of 25 cents postage. Write George Jennings, associate director, 228 North LaSalle Street, Chicago 1, Illinois.

All Chicago public schools [400] have been supplied with copies of Levenson's *Teaching through Radio* and Woelfel and Tyler's *Radio and the School* through the office of the Radio Council. These books were purchased through the Book Service of the AER, and will make that division of the AER show a real profit for the current year.

The Radio Assistants, Philadelphia public schools, included the Editor among those to whom was mailed a mimeographed Christmas card appropriately showing angels using a modern microphone in bringing good tidings to those on the earth. Signed to the folder were the names of the following: Kathryn F. Bovaird, Ruth Weir Miller, Gertrude Novokovsky, Warren E. Kay, and Ruth A. Doerr.

Walter B. Emery, who has been special assistant to Commissioner Paul A. Walker for more than two years, was appointed recently to the legal staff of the FCC. Dr. Emery was director, Station WNAD, University of Oklahoma, 1933-35, where he also taught courses in radio speech and radio law. In his new post, Dr. Emery will specialize in legal matters pertaining to educational FM broadcasting.

Indiana AER met in Indianapolis on January 24.

Irene Kuhn, assistant director of information, NBC, returned recently from a two-month tour of the CBI and Pacific areas.

Pelicana is a weekly series of radio programs over KFJL given by students of the radio speech classes of Klamath Falls, Oregon, Union high school.

William Ladd's article, "Radio in the Seattle Public Schools," which appeared in the December *AER Journal*, is scheduled for publication in the February *Education Digest*.

Hector W. Charlesworth, 73, author and critic, died in Toronto, Ontario, Canada, December 30, 1945. Mr. Charlesworth served as chairman, Canadian Radio Broadcasting Commission, in the early 1930's.

Chicago Radio Council completed its first series of thirteen experimental television programs over station WBKB December 19. An evaluation and report of these first classroom television programs will appear in a forthcoming issue of the *Journal*.

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The Radio Guild in Houston, Texas

THE RADIO COMMITTEE of the public schools of Houston, Texas, organized a radio guild in the fall of 1941. The directing committee consisted of J. O. Webb, deputy superintendent of schools [supervisor of senior high schools]; J. W. Brandstetter, chairman, Radio Council; Mrs. Rubye Hooker, chairman, Script Committee; and W. S. Morgan, chairman, Production Committee. "The purpose of the radio guild," according to J. O. Webb, "is to train students in various forms of radio technique essential to program production, script writing, sound effects, and radio drama. Students who attain a high degree of performance as radio actors and actresses on the school broadcast, *Our Schools*, will also take part in programs designated for recording permanent additions for the school transcription library. Many of these will be used for supplementary material to the present curriculum."

This extra-curricular activity was to be organized by students from all of the seven senior high schools in Houston who were interested in learning about radio production. The members of the radio guild were to produce programs to be broadcast over station KPRC every Sunday afternoon.

Twenty-four programs were broadcast by the radio guild during the fall, winter, and spring of 1941-42. These broadcasts were built around the "Wilson Family." One of the English teachers of the Houston school system assumed the responsibility of writing a script each week dealing with the life of a typical American family. The children of the "Wilson Family" were of school age and their problems in and out of school were woven into script form with emphasis on the general idea of cooperation between home and school.

In the fall of 1941, there were fifty or more high school students representing six of the seven senior high schools who indicated interest in the radio guild. For this group of interested students there were five or six teachers willing to give their time and ability in promoting and directing the activities of the radio guild. The majority of the interested teachers taught speech and none of them had received any specific

training in radio. As the weeks passed and the routine of writing, rehearsals, and production began to take more and more time, three teachers assumed all of the responsibility for the radio guild activities.

These teachers learned a great deal about script writing and radio production. Probably they learned more by having to prepare scripts and actually produce a live broadcast each week than if they had enrolled for such class work during the summer school sessions. Unfortunately other teachers did not assume this interest and willingness to give time to the radio guild. This lack of personnel caused the student guild members to lose interest, and also resulted in the narrowing of the group of students that were able to receive instruction.

It may seem that the writer has a gloomy outlook and feels that the Houston radio guild was a failure. There were definite benefits coming from the guild activities. One senior high school added a radio course to the speech curriculum because the students wanted to spend more time in radio activity and training. This can be considered a direct result of the guild because the majority of the students asking for the radio course had been active in the guild productions. On the other hand there were limitations or conditioning factors which influenced the success of the radio guild. The remainder of this article will sum up the conclusions the writer made in his thesis—*An Analysis of the Radio Guild as an Extra-Curricular Activity in the Houston Public School System*—submitted in partial fulfillment of the requirements for the Master of Arts degree, Graduate School, Southwest Texas State Teachers College, August, 1942.

In order to remedy the conditioning factor [lack of teacher personnel] and thereby give more students opportunity for instruction and practice in radio techniques, it is necessary that an in-service-training group be organized for those teachers who are interested in the radio guild. The increased teacher personnel in the radio guild would distribute the teachers' time and energy and make it possible for systematic organization of the guild. During 1941

and 1942 there may have been teachers in the Houston public school system who would have given their time to the radio guild if they had felt that they were qualified. With the organization of the in-service-training group this feeling could be mitigated. The resulting increase of trained personnel coming from this in-service-training group would make possible a greater distribution of instruction in the guild and it would no longer be true that a few teachers did not have the time to give instruction to all those who expressed interest in learning about radio techniques.

This in-service-training group should meet for one semester before the students are called together for the first guild meeting. During the semester the teachers should study and discuss the problems involved in script writing, radio acting, and the use of sound and music. At the end of this training period it would be anticipated that a corps of teachers would be ready to enter the student radio guild and organize the work in such a way that not only the weekly broadcast would be prepared but that work also could be done with those students not participating in the live productions. By having an adequate personnel of trained teachers, the students in the radio guild could feel that the group was working toward a definite goal and all the members would have the opportunity to develop their interests relative to radio production.

As an extra-curricular activity in the Houston public school system, the radio guild has indicated during the school year of 1941-1942 that definite opportunities may accrue to the student members. The chief conditioning factor which tended to limit the development of these opportunities was not the radio guild idea itself but the lack of trained teacher personnel.—W. S. MORGAN, director of radio, University of Nebraska.

Clear Channel Hearings

The Clear Channel Hearings, after many postponements, began January 14. Now is officially opened the battle royal of radio—the breaking down or retention of the "clear channel" idea.

Shortwave Broadcasts Between Schools

COMMERCIAL RADIO overshadows all other forms of broadcasting. It has dominated educational radio so completely that many teachers are not even aware that there are possibilities for the school use of radio entirely outside the field of commercial broadcasting. Previous to the outbreak of the war, many schools had been carrying on intercommunication, and their experimental work has laid the basis for a program which can show fully as remarkable a growth in the field of education as commercial radio has in the business and the daily life of the people.

Shortwave broadcasting has many advantages over commercial radio, although the two are supplementary and not in opposition to each other. Schools equipped with short wave can talk back and forth. They can communicate at any time of the day or night, and they can deal with their own local problems. A careful analysis and recognition of the possibilities now suggest the practicability of organizing a series of networks paralleling the present Interscholastic Association, to make use of these great untapped national and international possibilities.

A RADIO SPEECH PROGRAM

Jim sits eagerly bent over the shortwave apparatus which he has rigged up in a corner of the living room. "It is Australia. I've got Australia!" he shouts. Mary and Dick, father and mother, grandparents, guests, crowd eagerly around the little table. Later, in the far reaches of early morning when static does not seriously interfere, a voice from England or Japan or from a ship nearing Tahiti may reach Jim. And he is only one of the hundreds of men and boys fascinated by the possibilities of shortwave.

A group of students is clustered about a microphone in a modern high school.

"Hello, W6PUV. This is W6PTQ at the George Washington high school in San Francisco calling W6PUV at the Menlo school and junior college in Menlo Park."

Alladin's magic words couldn't have brought a more spontaneous response. We cheered. We were as excited as a

ham bringing in Vladivostok. We forgot all about the weeks of disappointment and frustration that intervened between the time that we had the idea of using our shortwave apparatus for a weekly talk with this junior English class many miles away and the time that we were actually hearing them. We forgot how static, harmonics, delays, and misunderstandings can dampen even the most intense enthusiasm. We forgot the letdowns we felt time after time when we were prepared to talk to our George Washington friends and then had to be satisfied with telling some ham that he was coming in R9 and that we would be glad to act as guinea pigs while he experimented with his apparatus.

When we heard W6PTQ, all we could remember was the fun we had in preparing for this occasion. There had been a pleasant and profitable meeting of a committee from our junior English class in a private school with a similar committee from the English classes in George Washington, a public school. None of the boys on the committee from Menlo had ever gone to a public school; none of the pupils on the committee at George Washington had ever gone to a private school. They had a good time getting acquainted.

At this first meeting the students decided to have a weekly broadcast. We hoped, as we began our work on shortwave broadcasts between the schools, to pioneer in showing how groups of students may exchange ideas over the air. We planned that when we were reading Furman's *Glass Window* and *Quare Women* we would call students in one of the small high schools in the Kentucky mountains and ask for first hand information about the changes in the lives of people that modern medicine and a knowledge of nutrition were making. We knew that after seeing such a picture as *The River*, we would want to talk to boys and girls in the Dust Bowl who had seen and lived through the problems created by soil erosion. We would want to know what other young people could tell us of actual government projects in rehabilitating the land. The hopes, the fears, the deprivations that we had seen on a screen would become more real as

we talked. Those boys and girls in Arkansas would not seem strangers from afar, but they would be as real as schoolmates in a neighboring high school, fellow Americans whose destiny was of real concern to us.

Over the shortwave students might hear the clipped, precise speech of Yankees in a little far away town in Vermont. Such an experience would make the reading of *Seasoned Timber* and of *Silas Crockett* more real. Perhaps talking to students whose fathers work in the deep coal mines of Pennsylvania would make the vivid pages of *I Went to Pit College* seem significant in a new way. Discussions of the actual conditions of living, of necessities and luxuries, of climate and protection against the cold of winter, of food and housing—these things become important and interesting when students talk about how they, themselves, are affected.

Such ideas seem visionary. They seemed more visionary as we struggled against the roar of static in our first ventures with shortwave. We felt irritated when the engineer observed casually that perhaps we could not hear voices above the interference of the electric egg beater in our own kitchens. We were annoyed and discouraged when the burr and boom of big stations blocked out the voices of our friends as we waited anxiously for a response to our first important questions. Many difficulties, however, were overcome through the courtesy and friendliness of the hams we met on the air. They were glad to sign off until the broadcast between schools was completed.

GAINING MIKE ASSURANCE

Some successful experience in speaking over a public address system is an important prerequisite for successful broadcasting between schools. We realized this on the first day that we were called to the transmitter. "Menlo is coming through clearly. Come down right away and talk"—that was the call. There we stood, ready to answer the Menlo greetings but we had nothing on our tongues except, "Hello, Menlo. This is Frances."

It is not difficult to give students mike experience with any kind of pul-

lic address system. Our most successful venture was to establish from the library workroom to the English classroom a public address system and to practice before that mike for more than a week. We learned many things in the process. There were the techniques of introducing a person to an audience that could not see the mike. There was the interview which kept the audience alert to interplay of ideas and brought a certain spontaneity into an otherwise formal situation. There were the many necessary ways of modulating the voice and clarifying enunciation. In general, we found that most students, after appearing before the mike for the third time, had gained something of that subtle quality, "presence." They had the "feel" of an unseen audience.

After the excitement of the original contact had subsided, the students began to show an interest in perfecting their broadcasts. Because of the size of the studio and of the available time, they found that four speakers for an hour were better than fourteen. They soon discovered that unless they knew what they were going to say, their talks were likely to consist of "and-a's" and boring repetitions. They found that their store of ideas was likely to be limited and that four repetitions of the same idea were deadly. They decided to do some reading and careful planning. They soon discovered that when they wrote their talks and read them, the talks sounded dull and uninteresting. It was much better to get together before a broadcast, divide up their ideas, and speak from an outline.

But that plan, too, was disconcerting. Why give a talk and ask some questions, the boys said, and then have the speaker on the other end act as though you had been just so much static when he responded with a talk in no way connected with yours and in turn asked some questions which the next speaker promptly ignored? "Wouldn't it be better," asked the students, "if we worked our discussion through questions and answers?" It was much better. Students made better use of the library and did much better thinking. The program had unity.

We tried to work out a middle way between too much preparation and spontaneous conversation. We wanted shortwave to become part of many more students than could actually par-

ticipate in the broadcasts. Only a relatively small group of students could be actively concerned with each broadcast. One way to combine the large group and the small was to allow the large class groups to list and to discuss subjects suitable for the broadcast, and narrow down the subjects to one or two important issues. Then one class could invite another to write about the issue and the subject to see how many interesting ideas and different approaches would evolve.

We used some of the techniques familiar to every radio fan. We asked each other questions in informal interviews. We introduced each other to the students on the other side of the mike, so that they knew something concerning the person about to speak. Skill in presenting the participants of a broadcast as personalities and in making everyone feel in a genial and friendly mood before the mike, grows slowly.

Our broadcast on vacations was perhaps our most successful. Fred from Menlo told about staying in Youth Hostels in Germany. Jim Finnegan said "The first night we spent sleeping under the stars. They were so beautiful and so near that I could almost reach up and grab one." As he talked he was carried away by the unique experience in a city boy's life of sleeping under a haystack, and his inflections as he spoke communicated his adventure clearly to his audience.

Another interesting thing occurred in that broadcast. Students had so much to say about vacations, so much on the tip of their tongues that they signalled the chairman asking over and over for the mike, then stepping eagerly before it. In that broadcast, too, the chairman had learned to introduce people with more assurance. Conversation between Washington and Menlo clicked because each speaker was referring to what Jim or Francis or Martin had just said.

SHORTWAVE COUNCIL ESTABLISHED

If broadcasts between the two schools were to become a regular part of the school program and many classes and students were to have the opportunity to participate within the year, we needed to plan some changes in our set-up. For one thing, we needed a better place to broadcast. The barn of a shop that we used did not give the intimate and informal atmosphere desirable for con-

versation. We would like to have a small glassed in room with comfortable chairs and a table, a mike that could go from hand to hand, and an outer room where the class that participated could listen critically to the broadcasting team or panel. In such a set-up we could expect to use our student groups to develop increasingly better broadcasts and initiate groups of students who had not yet participated in a broadcast.

We need to develop a group of students not unlike the staff of a paper who can take charge of broadcasts, not themselves doing all the talking nor even all of the planning, but equipped to help other students with techniques. Such a group could use the equipment of a speech laboratory very effectively, a room fitted with a public address system to try out voices. They could also use a voice recording machine to make records of the voices of participants and help them to modulate too harsh voices and clarify enunciation. They would also value the services of several students to take shorthand notes during the broadcast so that exact records could become the basis of critical evaluation and class discussion of the work of any broadcasting team. Such records make careful review of a program possible and help groups of students to plan more and more critically.

In our school it seemed desirable to form a Shortwave Council—a group of students who were interested in participating themselves and in inviting other groups of students to participate in broadcasts. For example, it might well be the function of the Shortwave Council to plan a discussion of hobbies with students in another school. It would be their responsibility to seek out those students with unusual hobbies and those who could discuss intelligently the values of hobbies. Or again, if some members of the shortwave class hear of a lively discussion in an American literature class they may invite that class to share the issues involved and state them in a letter to the broadcasting group in another school. Such a letter is an invitation and within a week or more a broadcast in which students are presenting and justifying their own points of view and discussing their ideas with their own fellows thus becomes important.

We have within our reach the technical equipment to make these opportunities real in classes all over the coun-

try at relatively small expense. We need patience in experimenting and time to work out with students the opportunities they may find in organizing their work into a shortwave pro-

gram. Discussion that spans the miles and develops questioning attitudes and new understanding may soon be part of the experience of every class, student, and teacher in our schools.—

MARGARET HEATON, George Washington high school, San Francisco, and GEORGE MURPHY, Humboldt state college, Arcata, California [formerly at Menlo junior college].

Public Service on WATL, Atlanta

PUBLIC SERVICE seems to be an elastic term. On occasions it is forced to stretch over any non-commercial program for which a station hopes to receive—in lieu of credit on the ledger—a compensating amount of public praise and government approval.

Since that is too often true, the genuine public service of radio does not always receive deserved credit. The public sometimes reasons, "Oh, well, the station *has* to do a certain amount of public service in order to keep its license."

During the past nine years, WATL has gone far beyond any necessary service "for the record" in order to keep its license. Some of the station's public service has been unique.

In 1937, J. W. Woodruff, WATL owner, decided to contribute a thousand dollars to some educational project in Atlanta. It became the duty of the writer, as director of education, to find the most useful way of spending the money. School officials, it was discovered, wanted to stimulate creative writing among high school students. Together the plan was drawn up for the WATL College Scholarship Contest. The results have been so satisfactory that the contest is now in its ninth year, the value of the awards having been increased to \$1,850 annually.

The contest, based on the writing of original radio plays, is open to high school seniors in the Atlanta area only. This gives each contestant a relatively good chance of winning a large award and makes it possible to keep in close touch with the chief teachers and students involved.

In some schools, all seniors are required to write radio plays as a part of their school work. Teachers submit the best plays to WATL which presents one play on the air each week. Students thus have two incentives not found in the usual classroom assignment: The hope of winning a large award and, for some, the stronger incentive because of the "glory" involved, the possibility of having a play on the radio.

Casts for the plays are composed of high school students selected and trained by the writer for radio acting. Training is given in speech, breath control, oral interpretation, and the like, in addition to microphone technique. Students who then prove their acting ability in three or more plays are invited to become members of WATL's select group, The Peachtree Players. This is a coveted honor and, in an effort to attain it, remarkable improvement in speech and interpretation is often made. Ten young men who have received the training and accompanying experience have secured radio positions, one young man "made good in Hollywood" and said the training had been "of infinite value" to him, and a number of young women have become leaders in college radio workshops. A teacher of speech at Agnes Scott college volunteered the information that her students who had received training at WATL were definitely above the average in diction, and high school teachers have spoken of noticing improvement among their students "merely by listening to them talk in the halls."

None of this service has increased WATL's Hooper rating in the slightest. Indeed, it may have detracted from it, for some of the speech improvement resulted from the courage to use not-such-good actors on the air for the inspiration it would give them. There is a reward, however, in helping to transform a timid student with an inferiority complex into a student with a pleasing degree of ability and self-confidence. In the process, the scholarship contest plays have not been major productions although some have been remarkably good for high school talent. Teachers occasionally declare that a play "was of network quality."

Major awards in the contest are given for the writing of plays although three awards are also given to the best actors in The Peachtree Players. All awards are paid by WATL directly to the colleges selected by the winners.

This rule was made to encourage young men and women to continue their education. Because of it, a number who really preferred "to get a job" now have college degrees.

Another unique public service—before the war put an end to it—was the WATL Travel Scholarships. These made it possible for one junior from each high school in the WATL College Scholarship Contest to attend the National Association of Student Officers and bring back to their own schools ideas learned from students throughout the nation. WATL paid for transportation, hotel bills, registration fees, and gave an accident insurance policy to each of the fourteen students and their chaperons.

The Travel Scholarship tour in 1941 led to Boston; in 1942, to Denver; but each time special sight-seeing was done in all the cities of special interest between Atlanta, the destination, and the return by a different route.

As for public service programs, WATL has just concluded *Makers of Men*, a series of dramas, each showing the remarkable influence a Georgia teacher had on one of her students. It was hoped that this type of public recognition would help to compensate low-paid teachers for their inestimable service and also inspire teachers to do even better work.

The series, *Southern Panorama*, hoped to inspire listeners in general. On each program two Southerners and one Northerner—all the best authorities available—discussed a topic of particular interest to the South. The purpose was not to praise the South but to furnish pointers to progress.

The series, *The Blessings of Liberty*, gave a new-approach study to the early history of America and the blessings we now enjoy because of courageous leaders in the past. The series had a patriotic motive.

The series, *Old-World Americans*, attempted to increase understanding and good-will among the natives of this region and the few naturalized citizens.

Natives of fourteen different European nations were interviewed, their traditions, culture and contributions to this nation discussed, their folk songs sung. On Christmas Eve, all these "old-world Americans" were brought together on an hour-long program. A similar series, *American Components*, featured natives of ten Latin-American nations.

WATL's weekly *Adventures in Literature* [each program entirely on one book in order to develop genuine interest in it] rounded out ten years on the air with an unusual tribute. It came last spring after one of President Roosevelt's radio talks. A listener called to express appreciation for the program. "Because of difficulty in hearing," she explained, "I have to stand at my radio in order to catch all the words. Being an invalid, that costs too much unless it's somebody I especially want to hear—such as the President or you."

Other series have included *The Romance of Rivers* [dramas to foster public interest in development of waterways in this region], *The School Digest* [a clearing-house for experimental edu-

cational programs by schools in the Atlanta area], *Public Servant No. X* [interviews with officials to inform the public about their duties], *The Ace of Clubs* [round-table discussions with members of the civic club selected as the "ace" for the week], and *Moments of Beauty* [the best of poetry and music with songs by an opera star].

There have been other series and countless individual programs given by WATL or in cooperation with schools and civic clubs for some special cause.

Schools and civic groups often ask the writer, as director of education at WATL, to give a talk—or a series of lectures—on radio writing, radio production, or both. Or perhaps they want help with a radio program not to be presented over WATL. For instance, last fall county school officials wanted a program in celebration of American Education Week. They secured time from a larger station but asked the writer to do the script and train the children for presenting it. Someone exclaimed, "They have their nerve!" But apart from being a little amused, one was definitely flattered. Such a request

would not have been made except for the friendliest of feelings toward WATL and its director of education. Meeting the request cost hours of time but there was sincere joy in working with the children and when it was over one felt like thanking them for a rare compliment.

Sometimes schools and civic groups want help with projects in no way related to radio and, when possible, it is gladly given.

"Public service" by a commercial radio station may be narrow and restricted to the amount necessary as proof that the station is operating "in the public interest, convenience and necessity"—in which case care is taken to have it show on the books and advertised abroad—or public service may extend to over-hours of private work for which no money and no other type of negotiable credit is received, about which, indeed, only a few people ever know. Perhaps this extension is the only sure proof of genuine public service for its own sake.—PARA LEE BROCK, director of education, Station WATL, Atlanta, Georgia.

The Los Angeles P.T.A. Radio Guide

SURVEYS REVEAL that the average man or woman, boy or girl, spends from three and a half to four hours each day listening to radio programs. Is it not time, then, that attention be given to the type of program heard on the radio? Should not this out-of-school learning come under the supervision and direction of parents and teachers? The California Congress of Parents and Teachers believes that it should.

The Los Angeles Tenth District of the California Congress has set up a Radio Listening Committee to evaluate radio programs and to publish a radio guide. It aims to give publicity to the worthwhile programs. Many fine programs come and go because of lack of recognition and support on the part of the radio listeners. This is especially true in the case of programs heard on the smaller stations. Programs for all the family are listed in the P.T.A. guide, which includes some two hundred programs selected from the broadcasts of over twenty stations heard in the Los Angeles school district. Although interest is, primarily, in chil-

dren's radio listening, it needs to be stressed that children listen more to adult programs than they do to children's programs, and that children follow the pattern of adult listening.

The P.T.A. Radio Guide is printed in the Los Angeles *Down Town Shopping News*, a paper which is delivered to every home within seventeen miles from down town Los Angeles, and has a circulation of over 465,000. The *Shopping News* is a popular paper with the housewives of the area as it contains, besides the attractions of the down town stores, news of clubs, civic affairs, recipes, household hints, and the like. The *Shopping News*, besides publishing the Guide each month, gives space weekly to the P.T.A. for advance information on radio programs. Teachers find this information useful in correlating out-of-school radio listening with current school studies. This advance information covers subjects of forums, names of plays in such series as *Cavalcade of America* and *Freedom of Opportunity*, subjects of the *American School of the Air*, *Pacific Story*, *Invitation to Learning*, and similar pro-

grams.

In judging programs suitable for listening by children, use is being made of *Criteria for Children's Radio Programs* [Howard Rowland, I. Keith Tyler, and Norman Woelfel], published by the Federal Radio Education Committee. Significantly, few children's radio programs meet the requirements set forth in this publication. Consequently, it is hoped to stimulate interest in the need for more good children's programs. Most useful also is *Crime and Punishment on the Air* [Howard Rowland], published by the Evaluation of School Broadcasts, Ohio State University. Another publication which has been given careful study is "Children's Reactions to Movie Horrors and Radio Crime," by Mary I. Preston, *Journal of Pediatrics*, August, 1941. This study, which was sponsored by the School of Medicine, Stanford University, concerns two groups of children from six to sixteen years of age. One group was composed of children who had no "bad" movies or radio programs in their experience. The other group was composed of children whose radio listening

and movie attendance had not been wisely supervised. These "bad" movies and radio crime programs were classified as to their effects on general health, sleeping disturbances, eating disturbances, nail biting, and other reactions. Anyone who believes that children need the excitement provided in radio crime dramas should read the report of this study. As Dr. Preston points out in her article, most of the reactions described were not known to parents or if they were known, the significance was not recognized.

Los Angeles P.T.A. members are taking an active interest in the radio fare of their children. They are writing letters of appreciation to the sponsors and radio stations broadcasting such fine programs as *Let's Pretend*, *Land of the Lost*, and *Exploring the Unknown*. They are protesting the broadcasting of children's programs based on crime and horror. An open letter is being mailed from the Los Angeles P.T.A. and co-signed by other interested civic, medical, and federated groups in that area addressed to radio stations, sponsors of radio programs, and radio advertising agencies. By this open letter and the great numbers of letters from individual members, the P.T.A. is making known to the radio

industry its appreciation of the fine programs and its suggestions for programs which its members would like to hear over the air. It believes that careful consideration will be given to these communications.

This account of the efforts of the Los Angeles P.T.A. toward better radio listening may well close with a statement often given to P.T.A. members. Its author, Arthur T. Jersild, professor of education, Teachers College, Columbia University, and consulting psychologist on children's radio programs, Columbia Broadcasting System, says:

The power of radio in the lives of children presents both a challenge and an obligation. Children make a huge investment of time in radio programs. They do this during years that are important in the development of their minds and emotions. Through the radio they extend the boundaries of their experiences and lift themselves beyond the horizons of their workaday world. They come mainly to be entertained, not to be educated. But the experiences they have by way of the radio contribute to the shaping of their ideas and attitudes, their interests, tastes, moral concepts, and habits of thought. This fact is challenging. It also puts upon each broadcast a share of the responsibility for the sum total of what the radio offers.¹

—CLARA S. LOGAN, radio chairman, Los Angeles Tenth District, California Congress of Parents and Teachers.

¹Dorothy Lewis and Dorothy L. McFadden. *Program Patterns for Young Radio Listeners*, p. viii.

Local Association Activities

Northeastern Region

Mention was made in the January *AER Journal* of the meeting of State Directors, Northeastern Region, AER, Hotel Sheraton and Station WAAT, Newark, New Jersey, December 8.

The official minutes of that meeting are now available and a brief summary of the discussions is possible.

First there were reports from the State Directors: Mrs. Gertrude G.

Broderick, D. C.; Ruth A. Doerr, Pennsylvania; Leon Levine and Robert B. Hudson, New York; Edmund A. Cortez, New Hampshire; Luella Hoskins, Massachusetts; Mr. Nolan, Delaware; Robert B. Macdougall, New Jersey. All reported growing interest in existing AER organizations, or plans for establishing Associations and soliciting members.

The Regional Directors agreed that

the first task of the Northeastern Region is to enlarge membership and secure additional local Associations. They felt that the National AER should issue a pamphlet instructing local groups in the mechanics of setting up local associations. They believed that National Officers should make themselves available to organize individual communities for the AER. [Miss Doerr and Mrs. Broderick offered the services of the Philadelphia and Washington Associations in organizing the activities in Delaware.]

The group agreed that regional meetings, with programs of sufficient interest to stimulate attendance, should be encouraged. However, it seemed questionable whether the Northeastern Region was sufficiently organized now to plan for a meeting including the entire Region. Mr. Levine expressed the hope that it would be possible—perhaps next winter—for the New York Association to act as host for a conference of the entire Region. Miss Doerr extended a tentative invitation to the entire Region to hold a meeting in connection with the annual meeting of the Philadelphia Association next November. One suggestion which met with favor was that a series of smaller meetings—at Boston, New York, Washington, for example—be held during the coming year and that the Regional Meeting be postponed until the next year.

The *AER Journal* came up as one topic of discussion. Mr. Levine expressed enthusiasm for the improvement in national coverage and the general attractiveness. Mr. Herzberg suggested that the *Journal* be scrupulous in publishing useful accounts of all radio meetings of national prominence, as well as significant local meetings which would interest any substantial segment of *Journal* readers. A suggestion by Miss Doerr, which met with general approval, was that each issue of the *Journal* be divided into three sections: [1] News and articles of interest to teachers in schools; [2] News of developments within the industry, from the technical as well as the program point of view; [3] News of developments as they affect community service organizations using radio. Mr. Herzberg proposed that the *Journal* issue a series of pamphlets under its imprint on subjects of permanent value to the readers. Mr. Hudson thought that each *Journal* should contain something of specific



ROBERT B. MACDOUGALL [third from right], president, Northeastern Region, AER, and State Directors, at the Regional Conference, Newark, N. J., December 8.

and vital interest to every reader, no matter whether that reader be a teacher, professional radio man, or the radio director of a community service.

Considerable discussion centered on the matter of rebating dues. The group believed that rebates should go to all local Associations, but was not unanimous in its recommendations relative to the support of Regions or the distribution of the proceeds of institutional memberships.

Finally, the State Directors agreed that the Governing Board of the Northeastern Region should consist of the Director of each state, together with the Regional President. The group refused to choose from its members a smaller group to act as a Governing Board. The undersigned was chosen unanimously for the post of secretary-treasurer, Northeastern Region.—FRANCES PIERRE, Radio Centre, Inc., 1020 Broad Street, Newark, New Jersey.

Indiana AER

Fred Holt, news editor, WIRE, was the speaker at the December 6 meeting of the Indiana AER at the Claypool hotel, Indianapolis. His topic was: "Fifteen Years' Observation of Education and Radio." The members accepted the resignation of Indiana AER President Blanche Young, because of her election as president, Great Lakes Region. Dr. Harry J. Skornia, radio director, Indiana University, became acting president; and Mary Jo Woods, Indianapolis Library, was elected vice president. Both the latter will serve until the regular April election.

Portland, Oregon

Eleanor Hansen's presentation of an Oregon Authors program and Gloria Douglas' script honoring our Regional and National officers made our December meeting a decided success. The script of the latter number follows:

At this time we wish to pay tribute to members of Portland's Association for Education by Radio who hold offices in the National AER. Your singing committee is composed of Jean Mushoffsky, Adelina Baitono, John Smith, and Gloria Douglas. Watch the charm tune, folks, and don't let it fool you. It begins like *O Sole Mio* but ends in a tune of its own. Are you ready, Adelina, our accordionist?

Our Mary Liz is a comely lass
She'd make a pin-up pix,
We're proud to have her for
The Pres. of Region Six.

O Sole Mio, and so are you
A rose we give, dear Liz, to you.

Here's AER's vice-president
The girls all think him pretty
With curly hair and bright blue eyes
We're glad he's in our city.

O Sole Mio, and so are you
A rose we give, dear Luke, to you.

A gal who's made her name renowned
By writing radio ditties
Is Sally B, past chairman of
The membership committee.

O Sole Mio, and so are you
A rose we give, dear Sal, to you.

Now when it comes to brains and stuff
You never can go wrong
For on the board of editors
You'll find our own Watt Long.

O Sole Mio, and so are you
A rose we give, dear Watt, to you.

The national committee which
Does honor Marie Churchill
Wants production for our high school kids
In radio dreams to fill.

O Sole Mio, and so are you
A rose we give, dear Marie, to you.

Altho' he's now a sailor lad
He's some one we all miss,
The Journal Staff of AER
Lists Amo DeBernardis.

O Sole Mio, and so are you
A rose we give, dear Dee, to you.

And now we sing a toast to the AER
We're the AER, the AER,
We're for ra-di-o relations,
So hitch your star to the AER.
We're the best bunch in the nation!
If you want fun, when the day is done,
You need not travel far.
Don't you make a fluff, come and do your stuff
At the AER.

That winds it up for tonight, friends.
—GLORIA DOUGLAS.

these programs, *Tuning in on the Rochester School of the Air*, is mimeographed on an artistically designed form printed in two colors, by the Department of Visual and Radio Education, Paul C. Reed, director.

Forward-looking plans for the future are now in process of development. In this planning, Mr. Reed is receiving the assistance of teacher committees, supervisors, and station officials.

Science in Philadelphia

Radio, that miracle of modern science, is bringing new impetus to the study of science in the schools of the Philadelphia area. Boys and girls from the third grade to the twelfth hear science programs in the classroom and follow their listening with experiment and research on their own.

Science Is Fun, broadcast every Monday at 2:15 over Station WFIL, has been on the air for a little more than a year. This series is designed to stimulate an interest in the study of science and to motivate further learning in science by means of dramatized stories and simple scientific experiments which can be done in the classroom by the listening audience. The hero and emcee of *Science Is Fun* is none other than Egbert, the Mechanical Man in The Franklin Institute, who has been standing at the door saying, "How do you do? I am glad to see you," to Institute visitors for some ten years. Now every Monday afternoon at 2:15 the magic of radio brings him to life. His programs, planned in units of "study," range all the way from hurricanes to house painting, from thunder storms to storms on the sun.

That Egbert has fired the imagination of thousands of boys and girls [the listening audience numbers well above 45,000] is an established fact.

First of all, ever since he has been on the air, he has received a great deal of fan mail; when he conducts a quiz program more questions are sent in than he can possibly handle in a fifteen-minute broadcast. When he does an experiment on the air to drive home a scientific fact, every boy and girl in the classroom does the experiment along with him and thus proves things for himself. Moreover, teachers find that interest in science continues long after the broadcast period.

Boys and girls bring in models to demonstrate to their fellow students

Broadcasts for Schools

Rochester, New York

The Rochester School of the Air is now broadcasting four series of programs over Station WHAM: *The Magic Bookshop*, grades 5 and 6, Mondays, 1:30-1:45; *Science Time*, grades 5 and 6, alternate Tuesdays, 1:30-2:00; *Rochester Civic Orchestra*, grades 5

through 8, alternate Tuesdays, 1:30-2:00; *Current Events*, grades 6 through 8, Thursdays, 1:30-1:45. The American School of the Air, broadcast in Rochester by WHEC 5:00-5:30, Monday through Friday, is also used in Rochester classrooms.

An attractive weekly schedule of

something they have heard about on the air. Then too they bring in reports of experiments which they have done at home. Furthermore, their power of observation has increased a hundred-fold. They constantly make comments on weather phenomena, on the stars and the constellations; they have begun to realize that their every day experiences all illustrate some scientific principle.

Visits to The Franklin Institute have increased 89 per cent since the show was first aired in October, 1944. In addition, librarians of the Free Branch of Libraries in Philadelphia, as well as those of the school libraries in the city, have reported a definite increase in the demand for books on science. But what is most important of all, the youngsters realize that there are no national boundaries in the world of science; they realize the fact that present-day scientific achievement has been made possible by men of all nationalities.

The older boys and girls have a scientific treat every Tuesday morning, at 11:15 over Station WIP, when Dr. Roy K. Marshall, director, Fels Planetarium, The Franklin Institute, comes to the microphone. Teachers consider it a privilege to be able to bring into the classroom one of the leading scientists of the country. Beginning with a program on "What Is Science?" Dr. Marshall's broadcast series presents the story of man's search for knowledge by dramatizing "Great Moments" in the lives of great scientists. On every program, Dr. Marshall has as his guest a young high school student who is particularly interested in science. At the end of the "story" of the day, the young scientist has an opportunity to ask questions regarding the possibilities of scientific achievement in the future. Dr. Marshall's *Great Moments in Science* program has already done much to foster an understanding of the significance of the scientist in the modern world. As all good radio programs should, *Great Moments in Science* vitalizes work in the classroom and enriches it.

The cooperation of the member organizations of the Museum Council in Philadelphia with the schools in the matter of educational broadcasting is one of the finest outcomes of the entire radio program in that city. Armand Spitz, director, Department of Museum Education, The Franklin Institute,

sums it up by saying, "Radio programs are steps toward our ideal of bringing a knowledge of science to all who want it." Several educational agencies in the city cooperate with the schools in serving the community by radio. Each week under the auspices of the Zoological Society boys and girls in the elementary schools are taken for a radio *Trip to the Zoo*. Thirty-three different animals of the Philadelphia Zoo are brought right into the classroom via the air waves in "fact and fancy." Warren Kay, of the schools radio staff, tells a story about how an animal acquired some characteristic of his appearance, or, it may be, of his disposition. Combined with these fanciful tales, are true facts about the nature and habits of the animal. The facts help to clear up common misconceptions and also encourage the proper care of domestic animals and pets.

Attendance at the Zoo has increased because children want to see the animals they have heard about; members of the Zoo's population have become popular radio "personalities." Besides encouraging trips to the Zoo the program has created an interest in animal lore and in science generally.

All of these programs on science are planned by the Radio Office, Philadelphia public schools, in cooperation with the institutions involved. Teachers' Manuals for all the broadcast series are made available by the radio stations, WFIL and WIP, to every teacher in the grades to which the program is directed. Science on the air, then, is playing an increasingly active part in classrooms of the Philadelphia area, all the way from third grade through senior high school. As a supplement to formal teaching the radio program is a dynamic force. Only a few of the young listeners will become great scientists, but their experience in the scientific approach to problems will make of them more reasonable human beings;

and therefore, they will be better equipped to take their places as citizens of the world in this "atomic age."—RUTH WEIR MILLER, radio assistant, Philadelphia public schools.

Portland, Oregon, Junior Town Meeting

A series of Junior Town Meeting broadcasts has been planned for the second Tuesday of each month over Station KEX at 7 p.m. in cooperation with the social studies classes and teachers of the Portland, Oregon, high schools. The programs feature student speakers and the use of a student moderator.

The schedule started November 13 when Commerce and Jefferson high schools met at Commerce auditorium and discussed, "Can Americans and Russians Live as 'Good Neighbors'?" The entire audience was encouraged to participate in the question and discussion period, following the four short speeches. "Should Forced Labor of War Prisoners Be Used To Rebuild Devastated Countries?" was discussed on December 11 by Benson and Girls Polytechnic at Benson. Then followed: "Can the Various Races of Mankind Live as Good Neighbors?" Lincoln and Commerce at Lincoln, January 8; and "What Does Youth Want of the Schools?" Franklin and Grant at Franklin, January 15.

The balance of the year's schedule is:

"Should the United States Retain Complete Control of Strategic Bases in the Pacific?" Grant and Lincoln at Grant, March 12.

"How Can We Meet the Threat of Unemployment?" Jefferson and Franklin at Jefferson, April 19.

"Should the United States Continue Restrictive Immigration Laws?" Roosevelt and Washington at Roosevelt, May 14.

British Teachers Use Radio

I VISITED SCHOOLS is London, Doncaster, Nottingham, Birmingham, Glasgow, and Edinburgh. I did not have the privilege of actually seeing radio being used in the classrooms. But I did talk with teachers and head masters in schools with radio equipment in regular use. And they were enthusi-

astic. At one school I visited in the United Kingdom, every classroom had an outlet to plug in a speaker. The school circulated six high fidelity speakers among its fifty rooms, teachers connecting them in on one central receiver. Prominently displayed on the bulletin board I found the semester BBC broad-

casting schedule. Over the inevitable cup of tea in the head master's office two teachers told me how they planned and scheduled the use of the broadcasts in their classes. The geography teacher described the class preparation for a recent broadcast on life in China. A physical education teacher told how her youngsters danced to the music and songs of another program. The scene, though three thousands miles away, could have been the same [but without the tea] as that of a faculty room discussion in any good American school with a visiting Briton being entertained and told how we use radio in education. In fact, during the discussion, it seemed that I was back home in America.

I asked how many schools used the service and was told that over sixty per cent were "tying in" to the British Broadcasting Corporation educational programs.

Later in London I visited Broadcasting House, discussing educational radio with Mr. Armfelt, the assistant to Mary Somerville, who directs the program. The BBC has been working on the educational use of radio for a long time, and through the years they have learned many things about it.

Program subjects are suggested by teacher committees. The suggestions are carefully checked for broad curriculum application by a central council. Definite objectives of the program are determined, and grade levels indicated. The programs then go to the technical staff, where a basic outline is developed for script writing. Research workers check every detail for accuracy. Professional educators join in the discussions determining the best educational treatment. The vocabulary is carefully checked for the grade levels the programs are to be used in. Thus, with many highly qualified experts participating, the script moves to completion. Once accepted, it then goes to the narrators for rehearsing. The whole process takes months from the inception of the idea to the actual broadcast.

Teacher and student materials are prepared for distribution to the schools which have previously indicated that they expect to use the program. I was greatly interested in the subjects treated, the length of the programs, and their scheduling through the semester. There is, also, a printed schedule furnished to all the schools at the beginning of each semester.

Broadcasting the program does not end the work. Every program is evaluated by selected students and teachers. These evaluations are checked and analyzed. New programs are continually changed and improved on a basis of these evaluations.

In talking with teachers and BBC officials, I was impressed by the spirit of close cooperation they showed in their relationship on the enterprise. Without in the least deprecating the fine relationship our educators have with broadcast chains, I feel that we have much to learn from this team work the Britishers have developed. And especially in the attitude of mutually asking such questions as, "Did the program do what we thought it would? What were its strong points? What were its weak points? From the experience of this program, how can we improve the next one?" And then, program by program, through the years, from the answers to such questions, they are ever refining and improving their broadcasts.

Our problem in trying to make use of this technique is far more complex than in Britain. The BBC, by Crown charter, maintains a monopoly on broadcasting. It is government supported through a license tax on each receiving set. It operates in a small geographic area within one time band. However, regardless of the complexity of our problem, I am certain that American ingenuity will find a way to do the same sort of cooperative program.—FRANCIS W. NOEL, chief, Division of Audio-Visual Education, California State Department of Education.

ability to speak the Spanish language.

The listener has four options: He may listen to any or all of the lectures at no cost to himself. He may pay \$1 and secure a set of the assignments to follow the radio talks with study. He may pay \$3.50 and secure the two textbooks used in the course, together with the set of assignments. He may pay an additional \$15, submit weekly lessons, pass the final examination, and receive five college credits.

Discriminate Listening Basic

Lyman Bryson warned us that we may settle into conventional ways of using radio broadcasting before we have discovered its full possibilities. To prevent this condition from developing, we must give more thought to ways and means of adapting educational material to broadcasting techniques. For the past six years the Rocky Mountain Radio Council has carried forward experiments in this field.

In order to more adequately solve these problems, we must think through the various aspects of communication. John Dewey reminds us that there is more than a verbal tie between the words common, community, and communication. Men live in a *community* in virtue of the things which they have in *common*, and *communication* is the way in which they come to possess things in *common*. Communication is the instrument by which human beings are welded into a society. In a free democratic society the art of communication has a special importance. A totalitarian state can obtain consent by force. A democracy must persuade through speech, oral or other. In a democracy issues are aired—talked out of existence or talked into solution. Failure of communication between citizens, or between the government and the public, means a breakdown in the democratic process.

The peoples on this globe have been brought together nearer than ever before, in a physical sense, by the improvement of mechanisms of transportation. But mutual understanding among peoples has not made similar advances. Here is where radio can make its greatest contribution. But it will depend upon more than improved mechanisms. Effective communication depends also upon clear thinking and expression and, a third factor, moral and ethical qualities—the honest intent to make your

Idea Exchange

Spanish by Radio

The University of Kentucky began, January 5, 1946, the broadcast of a series of twenty lectures, constituting a course in beginning Spanish. Broadcaster is Dr. Alberta Wilson Server, as-

sociate professor, Department of Romance Languages. The lessons are presented on Station WHAS, Louisville, Saturdays, 1:45-2:00 p.m.

The Spanish series is designed to assist persons who wish to acquire the

ideas known as against the desire to deceive or conceal.

Communication involves not only speaking but listening as well. You cannot succeed in communicating your ideas unless the other person wishes to hear and knows how to listen. Teaching radio listeners to discriminate is the first step in making real use of the air as an educational medium—W. D. ARMENTROUT, Colorado State College of Education, and president, Rocky Mountain Radio Council.

Vocational Opportunities in Radio

Stephens College, Columbia, Missouri, through its Radio Department and Vocational Guidance Service conducted a survey of radio stations and advertising agencies in the United States to determine the employment picture confronting the radio major upon graduation from Stephens.

The station surveys that were returned represented forty-two per cent of the entire number of employees in radio stations. Because no information as to the total number of employees in advertising agencies could be found, no percentage representation could be determined.

A total of 2,176 people without previous professional experience were hired by the responding stations and agencies in 1944. Of these, 1,108 were women. How many were hired by those stations and agencies not replying to the questionnaire? Since the responding stations represented approximately 40 per cent of the employed personnel, one may arrive at a fair estimate by multiplying 2,176 by $2\frac{1}{2}$. By this estimation, it would appear that more than 5,000 new and inexperienced persons were given employment in these fields in the year 1944.

In what jobs were these new employees hired? Are they positions that seem primarily suitable for men or for women? In the advertising agencies, women still have a monopoly in the secretarial field 70 to 1. Women enter agencies as continuity writers with a 5 to 1 advantage over men, and as radio writers they maintain a 3 to 2 advantage. Men are assistant radio directors and account executives in 3 to 1 ratio in comparison with women. Inexperienced men, in the fields of production and announcing, topped women employees by

a ratio of more than 4 to 1. Men and women were hired about equally as time buyers. The rest of the positions were of a clerical nature, and women, in the main, were hired for these jobs. Radio stations listed forty-four different positions for which they hired new, inexperienced people.

The "more-women-or-fewer-women-after-the-war" question was answered as follows:

	Agencies	Stations
More	44	71
Less	33	135

Same	9	72
Undecided or No Answer	24	31

It is impossible to summarize adequately the reactions given to the College program of preliminary training without more extensive quotation than this article will permit. In general, both the agencies and stations favored the training, though approximately 30 per cent of the stations were non-committal with respect to this point.—Stephens College News Reporter, October-November, 1945.

Reviews

The Patterning of Listener Attitudes toward Radio Broadcasts. By John Gray Peatman and Tore Hallonquist. Stanford University, California: Stanford University Press. 1945. 58 pp. \$1.00 [paper], \$1.75 [cloth].

This applied psychology monograph describes two rather detailed experiments conducted by the authors to determine audience reactions to radio broadcasts. The method used in each case was the "Program Analyzer," by means of which each one of a group of selected subjects, using electric buttons, provides a continuous line graph record of his "like," "dislike," or "indifference" reactions or attitudes toward a radio broadcast. This record is then synchronized in time with the broadcast material, making possible a correlation at any or all points between the broadcast material and the attitudes of each listener.

The subjects used were controlled samples of adult volunteers, scientifically selected with respect to age, sex, and education. Following the broadcast, additional data were secured through the completion of a questionnaire by each subject and through a group interview, the questions and answers of which were recorded in shorthand.

As programs naturally fall into a succession of distinct units, depending upon their content, it was possible to divide each of the

two programs studied into such units and treat the program as an attitude test.

The authors have explored many techniques in their attempt to analyze listeners' attitudes and discover patterning tendencies. One of the most interesting methods employed Tryon's method of cluster analysis in which intercorrelations between all program units were determined, correlation profiles drawn, and program units with similar profiles grouped into clusters.

By using the cluster analysis method in studying a successful and an unsuccessful program, the authors conclude that radio programs "that yield a variable patterning of listener attitudes for different parts or combinations of parts of a broadcast" are less symptomatic of a successful program than those "which tend to elicit a single general pattern of attitudes for at least the major sequence of the broadcast."

This writer found the research report to be of considerable interest. The techniques described, he feels, promise to advance the science of radio program building through a determination of the ways in which program elements must be combined to produce favorable listener reactions. Much of the discussion in the monograph is of a highly technical nature, and is thus not suited to the lay reader. Its greatest value will be to the psychologist and research man, and to all others who are attempting to secure a more concrete measurement of listeners' attitudes.—TRACY F. TYLER.

Noteworthy Programs

Puerto Rico

Revista de la Asociación de Maestros, official organ of the teachers of Puerto Rico, announces in the December, 1945, issue, the series of radio programs which the Association sponsors. Federico Elguera, Consul General of Peru in Chicago, and an AER member for more than three years, has been kind enough to supply us with the following translation of the announcement:

Every Sunday we are offering our

radio programs that are broadcast from 8:30 to 9:00 a.m. through Stations WIAC, San Juan, and WKVM, Arecibo. We try to give variations to these programs: music and concerts, talks, conferences, dramatizations, discussions. Besides, we offer news on the educational field and the activities of the Association.

Our broadcasts are dedicated to the public school teachers, to the parents, and to the public in general. To the

teachers, in order to keep them informed of the problems of their profession and of the Association. To the parents and public, in order to make them familiar with the school and conscious of its problems.

We invite once more the teachers and public in general to dial Station WIAC [580 kc.] or WKVM [1230 kc.] from 8:30 to 9:00 a.m. every Sunday.

Wake Up, Kentucky

The Committee for Kentucky, a non-partisan group of Kentucky citizens, uncovered fundamental facts about Kentucky which shocked them as Kentuckians. Then they made a survey which disclosed 23 facts in ten major fields of reform needed to restore Kentucky to its former position nationally in agriculture, industry, education, labor, welfare, housing, taxation, health, natural resources, and the State Constitution.

In March, 1945, the Committee took to radio station WHAS the problem of acquainting Kentuckians with these facts. The facts, prima facie evidence that there was great need for action, so interested W. Lee Coulson, station manager, that he placed his radio facilities at the service of the Committee. "In an effort to arouse Kentuckians out of their lethargy to the point of doing something about Kentucky's problems," Coulson said, "WHAS has worked closely with the Committee for Kentucky in developing a series of programs presenting the facts about the state. This Committee has furnished the facts and figures. We simply are the means of making them known to Kentuckians in the hope that Kentuckians will be stirred to restore Kentucky's greatness."

WHAS' program and production departments accordingly have developed stimulating dramatizations in vivid word pictures of the situations existing. This series, *Wake Up, Kentucky*, presents the unglossed truth, with the sole purpose of presenting the facts, the bad along with the good, to all the people, on the theory that the truth is mighty and that it has a power to stimulate understanding and action.

Originating in the studios of WHAS on Monday evening at 6:30, *Wake Up, Kentucky* is transcribed off the air, and re-broadcast by radio stations in Ashland, Bowling Green, Harlan, Hopkinsville, Paducah, Lexington, and Owensboro, on different days of the week, at various hours.

TODAY: See Eddie Bracken & Diana Lynn
in their grand new Paramount Picture

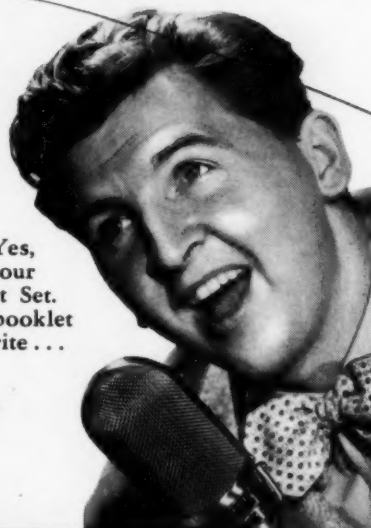
"Out of this World"!

TOMORROW . . . You'll be saying the music from your Admiral radio-phonograph is really "Out of This World." There'll be Slide-A-Way, bringing turntable and record changer out in plain view when you open the cabinet doors. New improved automatic changer will change records in 5 seconds. Yes, you'll get the best of everything in your postwar Admiral—America's Smart Set. Ask your Admiral dealer for free booklet "A Promise from Admiral" or write . . .

Admiral Corporation

Chicago 47, Illinois

World's Largest Manufacturer of Radio-Phonographs with Automatic Record Changers



Dual-Temp Refrigerator
Electric Range
Home Freezer

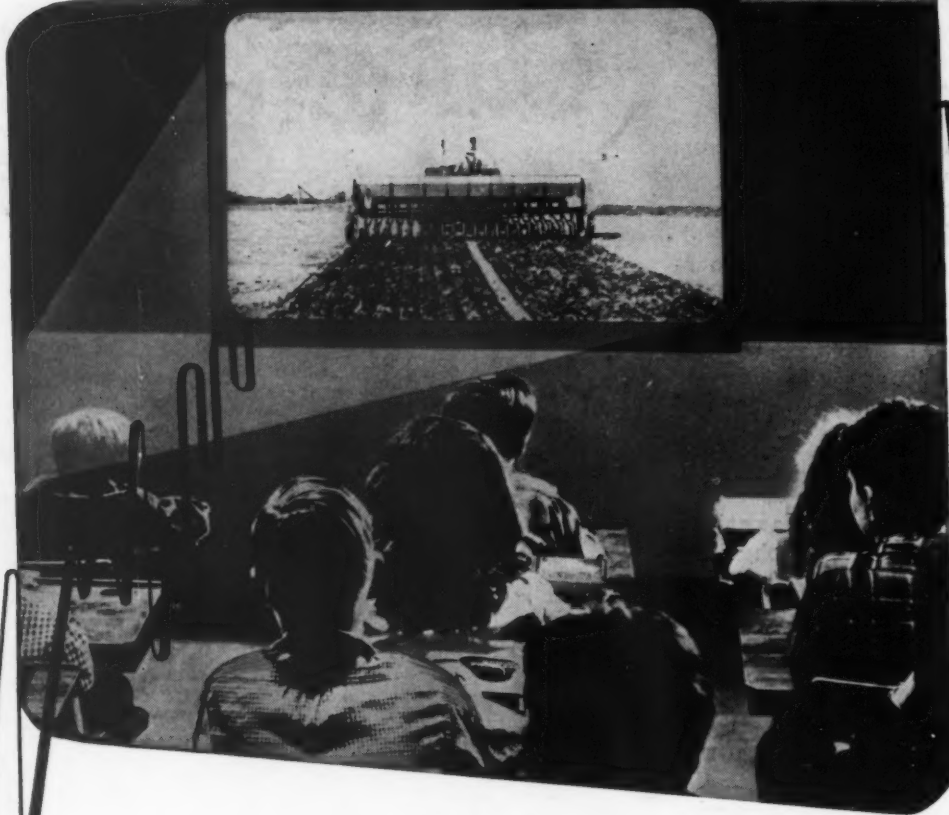


All . . . a Promise from

Admiral

TUNE IN CBS SUNDAYS, 2:30 PM, EWT, FOR ADMIRAL "WORLD NEWS TODAY"

Scene from *Encyclopaedia Britannica*
Classroom Film, "The Wheat Farmer"



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SOUND FILMS strike the happy medium for teaching students with widely differing backgrounds and abilities. All pupils—slow and fast alike—show greater uniformity of perception and understanding when taught with the help of these modern teaching aids.

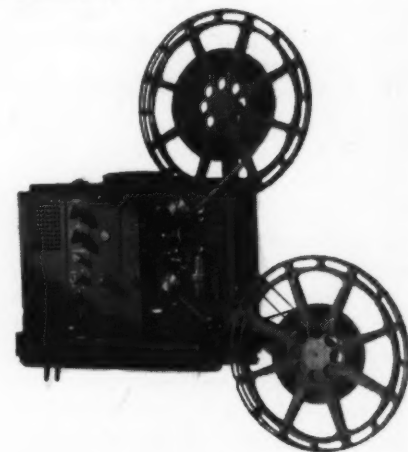
The importance of this fact, plus the demands of our modern world for a lot of learning in a little time, has led to growing acceptance by forward-looking educators everywhere of the sound film as an improved tool for learning. And a wide selection of films on many subjects

now makes it easy to include this teaching aid in the school program.

It's important too, that the school executive select the proper projector to obtain the maximum benefits from these films. The life-like sound reproduction and brilliant illumination of the new RCA 16mm. Sound Film Projector make it the logical choice for school use.

Simple to operate and easy to maintain, this new RCA Projector is backed by the organization responsible for development of the finest professional recording and reproducing apparatus. For complete information write *today* for descriptive folder to Educational Department

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